

Commonwealth of Pennsylvania  
DEPARTMENT OF PUBLIC INSTRUCTION

COURSE OF STUDY IN SOCIAL STUDIES  
GRADES THREE AND FOUR



Bulletin 70 A

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## FOREWORD

**I**T IS not enough to know about government and one's responsibility with reference to government. These are important but not the most vital factors in assuring desirable civic action. In its finality, the civic conduct of the individual is determined by his civic attitudes.

The social studies program for the first six grades seeks to lay the foundations for desirable civic conduct; to give the knowledge and develop the ideals upon which good citizenship is built. Courses of study for the two additional grades of the elementary school, where the 8-4 plan is in operation, parallel the work for these grades as outlined for the junior high school.

The following is a synopsis of the content for each of the eight grades:

**GRADE ONE**—Enlargement of the pupil's sense of time, events, place, distance and the meaning of truth. Growth of the beginnings of the ideals and habits essential to family and school cooperation.

**GRADE TWO**—Simple facts that are significant in the history and civic life of the community. Relationship of other nations to the history of the community. Agencies that protect and defend community beauty, safety, health, and the rights of individuals and groups.

**GRADE THREE**—Primitive man including the Indian as a type; pastoral people. Episodes, developments, places and personages in ancient civilization. To develop an appreciation of our great indebtedness to these people; to develop a conception of the advance of civilization; to sow the seeds of interest in history and literature; to give practice in desirable social and civic habits.

**GRADE FOUR**—Episodes, developments, places and personages to the time of the discovery of America; how these events and developments affected our own times; important episodes leading to the discovery of America; experiences in the operation of the school as a civic unit as expressed in class organization.

**GRADE FIVE**—Episodes, developments, places and personages in the history of the New World to 1789 with emphasis on Pennsylvania. Continuance of effort to build a foundation for the realization of the duties of American citizenship; emphasis upon conservation of natural beauties and resources.

**GRADE SIX**—Episodes, developments, places and personages in the history of the New World from 1789 to present time with emphasis upon Pennsylvania. Significant changes in the life of the New World; appreciation of the virtues and viewpoints of other nations; a beginning of an appreciation of the importance of the Constitution and what it means in connection with our national life; problems of law enforcement; need for an intelligent ballot; fundamentals in the history and operation of public education in the State.

**GRADE SEVEN**—Backgrounds of American life: This course gives the first systematic presentation of World History and through current applications serves to interpret the past in terms of present day life. Through current applications, a basis is provided for civic education.

**GRADE EIGHT**—History of the United States: The purpose of this course is to show the development of the United States through large social movements, giving particular stress to the part played by Pennsylvania. Throughout, emphasis is placed on a program of constructive citizenship.

This course of study is part of a general program of curriculum revision organized under the direction of William H. Bristow, Deputy Superintendent, Department of Public Instruction. The material was prepared by the following committee with the advice and cooperation of the social studies committee for the junior high school: William H. Bristow, Deputy Superintendent, Department of Public Instruction, Harrisburg; Victoria Lyles, Director of Elementary Education, York; Nannie L. Mitcheltree, Principal, Lawrence-Mahoning Schools, New Castle; Helen Purcell, Director of Kindergarten and Elementary Education, Department of Public Instruction, Harrisburg; Anne U. Wert, Supervisor, Elementary Education, Harrisburg.

Final preparation and editing of this bulletin was done by Helen Purcell, Director of Elementary and Kindergarten Education, and D. M. Cresswell, Department Editor.

In its present form this course of study is tentative. The suggestions of teachers, principals and others will be welcome so that subsequent revisions may be improved.

JAMES N. RULE  
*Superintendent of Public Instruction*

May 15, 1932

## Suggestions For Teaching The SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

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*Definition of Social Studies.*—Economy of time and effort in the learning process implies that points of unification and correlation are organized and that each such point adds measure and vitality to the others. An analysis of the fundamentals of history and civics indicates closely correlated origins and functions. Both deal with man's adjustments to the world in which he lives; with his temporal and spiritual advances and regressions; with his efforts to organize his life as it touches other individuals, groups, communities, states, and nations. In the courses of study that follow, therefore, these two subjects have been organized as a unit under the name of social studies.

*Special Contributions.*—The school is truly successful only to the degree in which it contributes to desirable conduct. Every subject of study possesses potentialities for the development of this aim. Each subject of study, however, contains within itself certain possibilities that are not present to the same degree in the others. The social studies are particularly rich in the opportunities that they offer for the acquirement of the knowledge and the growth of the ideals and habits that are essential to successful citizenship. The potentialities of the social studies in common with the potentialities of other subjects of study, however, have value only as they are developed. This implies emphasis upon significant related centers for thinking and practice in the acts that contribute to successful moral and civic conduct.

*Analysis of Contemporary Social Problems.*—Blind groping is just as fatal in teaching as in other fields. A first step in an adequate program for our schools in the social studies must be an analysis of the problems that face the nation today. In such an analysis there

will naturally be considerable differences in opinion as to the problems involved. Certain problems, however, are so evident that knowledge of their existence is universal. The homicide ratio in the United States is the highest among comparable nations; the percentage of criminals who are apprehended and convicted is appallingly low; failure to enforce the laws we make is a general and long standing situation. So, too, science has eliminated distance and made us an integral part of a world from which we once felt far removed. A successful social studies program for our schools must be built upon these and other problems of today's life.

*The Teacher as the Controlling Factor.*—It is evident that many of the problems that we face today cannot be followed to a logical conclusion in the first six grades; that problems for any grade must be limited to the abilities of the children to understand them and make them a part of their experiences. In its finality, the activities and outcomes in the social studies are what the teacher makes them. They are an expression of her knowledge of the material that she is attempting to teach; of the soundness of her judgment; of her respect for mastery of fundamentals; of her ability to organize the activities of the classroom in terms of actual life situations. This implies a teacher guidance that is supreme; in which courses of study and suggestions for procedure are helps rather than directions to be followed.

The courses of study that follow were organized in this spirit. They are intended as patterns only of what may be done. The final form that any unit of work takes is in the hands of the teacher. Hers is the responsibility and the glory.



# GRADE THREE

## GENERAL OBJECTIVES, CONTENT, PROCEDURES AND OUTCOMES

### GENERAL OBJECTIVES:

1. To develop an appreciation of some of our great indebtedness to the ancient civilizations (Old Testament; sculptury; astronomy; agriculture; our alphabet; our calendar; road-building; water works; architecture; medicine; and other important points in today's life).
2. To develop a conception of the slow, trial-and-error process by which civilization has advanced (For example, the alphabet; the probable first use of fire by the Tree Dwellers).
3. To help pupils appreciate the wealth of myth and folk-lore which will "unlock the door of literary allusion to many an interesting tale." (For example, Athena springing full-grown from the head of Zeus.)
4. To sow the seeds of interest in history and literature in the minds of the children, that such seeds may blossom into a readiness and eagerness for further study of the kind.
5. To have children feel that they are engaging in activities of intrinsic value, activities which are worth while and interesting to them, and in the carrying out of which they have practice in such desirable social habits as thrift, tolerance, self-reliance, self-respect, persistence in the face of difficulty, respect for the rights of others, self-control, sharing, cooperating, and success, as well as the practice of such subject-matter procedures as using references, practicing, reading and speaking.

### I. Content:

#### A. *Suggested groups of units*

- Group 1..... INDIANS  
Any North American  
Tribe or Tribes
- Group 2..... EARLY MAN  
Tree Dwellers  
Cave Dwellers  
Sea Dwellers
- Group 3..... ANCIENT CIVILIZATIONS  
Nile Valley  
Babylonia  
The Hebrews  
Phoenicia  
Persia  
Assyria  
Rome  
Greece

#### B. *Chronological limits of units*

Roughly speaking the teachers of the various units should look for historical data

which represents events which occurred within these time limits:

The Nile Valley unit 3400 B.C. to 30 B.C.  
Unit of Babylon.... 3000 B.C. to 525 B.C.  
Assyrian Unit ..... 1900 B.C. to 600 B.C.  
The Hebrews ..... 2000 B.C. to 70 A.D.  
Greece ..... 700 B.C. to 146 B.C.  
Persia ..... 1000 B.C. to 330 B.C.  
Phoenicia ..... 1500 B.C. to 65 B.C.  
Rome ..... 300 B.C. to 70 A.D.  
Tree Dwellers—probably in the Mid-Pleistocene Period, perhaps 5,000,000 years ago.

Indians—The Study of any North American Indians—after the discovery of America, and before the taking over of the White Men's customs.

### II. Fitting school life to the child:

It is necessary to plan a social studies program which will offer activities that can be accomplished successfully by the slowest children in the class, and also activities which will give ample scope for the abilities of the brightest children there. A good example of the actual practice of this principle occurred in the work of the children who were studying the Nile Valley. The brighter children in the class planned the map, drew the outline,

and put in the rivers. A group of the very slowest ones mixed the clay, which they had discovered and procured on the banks of a local "run," and shouldered the responsibility for keeping it just wet enough, and not too wet. Both activities seemed worth while to the children engaged in them since both were necessary to the successful completion of their project. Both groups of children succeeded. The slow group earned and received as much social approval from the entire body as did the brighter group. Moreover, each group learned from the other.

### III. Choice of units:

No teacher could be expected to cover all of the units suggested in this grade three course. Any teacher may find sufficient reason for abandoning this course, or parts of it, and substituting other units which may be of more importance to her and her own class. In cases where grade three teachers do choose their social studies units from the list of these suggested herein, it is suggested that they choose:

- At least one unit from Group I
- At least one unit from Group II
- One or more units from Group III

### IV. Skeletal outline used in first planning:

For the purpose of guiding the work in such matters as the handling of references, the sorting and systematizing of data, and the securing and inclusion of many simple, homely items concerning folk ways and customs, the following has been formulated:

1. Shelter  
What kinds of homes? temples? markets? public buildings of various other kinds?
2. Clothes  
What were they made of? How made?
3. Food  
What did they eat? Where did they get it? How did they prepare it? Why?
4. Communication  
Could the people read and write? Had they records? Did they make records? What kinds? Were there newspapers? Telephones? Telegraphs? Radios? Why not?
5. Language  
What kind? Like ours?
6. Literature: folk lore: myths: legends  
What are some of these?
7. Education  
What did they teach their children? How did they teach them? In a school? What kind of a school?
8. Climate  
Was the climate warm? cold? temperate? What effect did this have upon the food, clothes, and shelter of the people?

### 9. Industries and trade

What work did the people do? Did they buy and sell? Had they money? What did they manufacture? Were they good farmers? How did the people "make a living?"

### 10. Religion

What gods did they worship? How? Why? What kinds of churches or temples did they have? Why?

### 11. Customs

What games did the children play?  
What toys had the children?  
What kind of holidays had the people?

### 12. Advancement of arts and sciences

Had the people literature? music? sculpture? paintings? poetry? Did they know much of chemistry? mathematics? agriculture? manufacturing? architecture?

### 13. War

Were there any wars? Why? With whom? What were the results? Did the people who fought one another also learn ways of doing and making things from one another? How? Why?

### 14. Laws

Did these people have laws? What were some of their most important ones? Why did they have them? Were they good laws? Do we have similar laws? In what ways are some of our laws better?

### 15. Location and topography?

Find the country on the map. Are there mountains in or near it? seas? lakes? mountains? hills? valleys? rivers? deserts? What effect do these things have upon the lives of the people?

### 16. Make a list of interesting miscellaneous things about the particular country being studied.

### 17. Great people

Make a list of, and learn some stories of their wise, able, good, and artistic men.

### V. Current press offers many interesting leads:

Teachers and pupils who are developing the ancient civilization units will find interesting references concerning this subject almost daily in the current press. For example, the New York Times of May 17, 1932, under the caption "CELTIC JEWELRY IN PALESTINE" includes the following editorial: "Gold earrings of Irish origin and of about the year 1400 B. C. have been found on the site of ancient Gaza, one of the five cities of the Philistines."

### VI. Reference books on adult level; story-telling utilized:

Teachers and pupils developing these studies will find difficulty because of the lack of material on the level of the third-grade child. It is necessary, therefore, for the time being



at least, for teachers to read the references themselves, and then to tell the stories to the children. It will be profitable to permit the children to study the illustrations in each of the references, even if they cannot read the books. Pictures do valuable teaching. Frequently, too, each pupil will develop his own notebook or scrapbook, including clippings, crayon sketches, compositions, and other data concerning the unit being studied.

#### VII. Materials of instruction:

1. The materials used in the development of the handwork phases of the units are: clay (clay from the "creek" and also plasticene); crayons; easel paints and papers; water-colors; tools; long strips of wrapping paper; broom handles; wooden dry-goods boxes; wool; old pieces of cloth; string; strips of white paper of the kind upon which newspapers are printed; bones; feathers; teeth; fur; sticks; twigs; mud; sand; boards; cardboard; soap; sponges; nails; burlap; hides; horns; hoofs; claws; rope; seeds; macaroni; dyes; vegetables; barrel hoops; tinfoil; wire; bottles; mattress cartons; and other easily obtained materials.

#### 2. Map making

The teachers and pupils find it profitable to make a big floor, sandtable, or wall map. One of Africa included the following outlying features:

Mediterranean Sea	Greece	Euphrates
Red Sea	Arabia	Persia
Italy	Tigris	Persian Gulf

3. Some types of interesting movies; oral English used in connection.

A favorite and educative form of handwork is the movies. As each scene or picture is shown, it is explained by the child who has made it. Usually a final showing can be made at an assembly or other public program. Each child feels impelled to make his oral or spoken English as intelligible as possible on such occasions. Children themselves have evolved these rules for public speaking: Speak loudly—as a lion.

Speak slowly; leave spaces between words; Glance at all parts of the room while making your speech; don't glue your eyes on one place.

Look happy while you talk.

- #### VIII. Some freedom of choice, coupled with an opportunity for selection in the matter of handwork materials, will uncover latent flairs, tastes, or talents: individuals of the grade-three group will show special aptitudes; for example, ability in soap carving; or an unusual liking or aptitude for easel-painting; or a flair for pantomime, or for imaginative painting.

Interesting hobbies, and worth while leisure time occupations may be built upon the interests and talents awakened through the activities of the social studies units.

At the close of any particular unit of social studies work, a check-up of the subject matter learnings will show that the carrying out of the social studies activities involves a great deal of practice in such subject fields as oral reading; silent reading; talking; painting; singing; written English composition; geography; history; construction; vocabulary; literature; estimating and measuring in arithmetic; and so on.

#### IX. Tests:

A record or account of the work as it progresses from day to day should be kept, and at its close, informal, objective tests are helpful. These tests should be based upon the work that the particular class does.

#### X. Personality and character development of pupils:

It is desirable to have at least a short period during the day for a "free" work period, a time when the pupils may work at their construction, and may also talk, and move about, as freely as they wish while they exercise courtesy and good manners.

It is also helpful to have pupils in a large group, or else in several smaller groups, discuss with the teacher and with one another the items of interest concerning the country that they are studying. They should also help to plan and replan the work by being permitted to remark upon the work already done, and to suggest further things which they should like to know, or further things which they should like to make.

In planning the social studies program for grade three pupils, it is necessary to remember that

- They are active, moving, doing beings
- They like to make things, and to take things apart
- They like stories
- They like to inquire and discuss

It is therefore necessary that the social studies curricula should be stimulating and provide opportunity for the unique expression of each pupil involved, and should at the same time provide many activities of the kind which seem potentially interesting to all children. These activities include making things; inquiring and questioning; discussing and experimenting; telling and listening.

#### XI. Example of procedure:

What has been said applies in general to any of the units listed. The direction that these units take will differ with different groups and different materials. This is illustrated in the material and pictures that follow.

## PREHISTORIC MAN: THE TREE DWELLERS

## 1. Specific Objectives

1. Pupils have studied home and community life in grades 1 and 2; now they are "ready" to learn something of far-away countries and far-away times.

2. Social studies work should be truly social; pupils should learn facts, but they should also, at the same time, practice those habits and attitudes which are socially desirable. They should learn where Western Europe is, and they should also learn to weigh evidence. They should learn that primitive customs differ greatly from ours, and they should also learn, or practice, thrift. They should have the pleasure of painting upon their easels, but they should also have the satisfaction of acting courteously. Factual learning and moral learning should progress hand in hand.

3. Pupils should be led to sense history as a succession of continuous changes. They should see how invention, discovery, and education have brought us from the status of the tree dwellers to that of the dweller in the modern home; from individualism, to cooperativism. They should gain an idea of how the social inheritance of one age is handed down to its descendants, and how the descendants need not start at the beginning but can build upon all that was known before; thus being able, themselves, to progress much more rapidly than they could if each generation learned from its own experiences only.

## II. A Tentative Plan for the Guidance of the Pupils:

## 1. Who were the tree dwellers?

Wild, primitive people; some of the very first people; people who lived before there were any houses, trains, clothes, cooked food, or roads. People who had no furniture, and almost no other kinds of property.

## 2. When did the Tree Dwellers live?

In the Mid-Pleistocene period; probably 500,000 years ago; during what is known as "The Glacial Period."

## 3. Where did the Tree Dwellers live?

Some of them, at least, lived in Western Europe.

## 4. Shelter:

The Tree Dwellers did not live in houses. They did not live in caves—although their descendants did live in this way.

First, they lived in trees; they had to climb trees to keep the wild animals from eating them.

After they learned to use fire, they lived on the ground.

After they had lived on the ground for a while, they made a crude sort of house, or part house; they made it of twigs,

branches, and vines. It was more of a crude shelter or wind-break than a house. The Tree Dwellers suffered from rain and chill.

Wild animals hunted the Tree Dwellers; they would have killed the Tree Dwellers had they found them sleeping upon the ground; sometimes some of the wild animals climbed the trees to get the Tree Dwellers.

After the Tree Dwellers began using fire, they could frighten the animals away.

Some trees made better shelter than others; why?

## 5. Food:

The Tree Dwellers did not know how to cook meat.

They did not know how to use fire, at first. They ate raw meat, raw eggs, and raw berries, nuts, truffles, acorns and roots.

Sometimes they ate honey.

Sometimes they ate birds and squirrels.

Each Tree Dweller had to catch his own food. When he found food, he did not carry it home; usually, he ate it then and there.

After the Tree Dwellers learned how to use fire they cooked some of their food.

## 6. Clothes:

The Tree Dwellers had almost no clothes.

Sometimes they wore no clothes at all.

Sometimes they wore animal skins and necklaces made of seeds or teeth.

Sometimes they wore a few ornaments of feathers.

They wore fur, feathers, and teeth more to show that they were strong and brave enough to kill animals and get the things they needed to keep warm.

They could not sew at all.

At first, they could not even weave, but they learned a little of this.

Sometimes they tied the animal skins which they wore together with sinews.

## 7. Educating the children:

There were no books, and no schools, and no houses.

Who taught the children?

What were they taught?

Their mothers taught them. At that time, fathers had not learned to love and care for their own children; the mothers did it all.

Their mothers taught them:

To swing on branches from tree to tree.

To stay away from wild animals.

To tie themselves in a tree with a vine before going to sleep; if they fell out, a wild animal would eat them.

To find and eat birds' eggs.

To catch and kill wild animals such as calves, hogs, birds, and squirrels.



After the Tree Dwellers learned to use fire mothers taught them how to frighten wild animals with fire.

To make a few crude stone weapons and tools.

To do some crude weaving.

To make tooth and seed necklaces.

To take care of fire; to do some cooking with it.

To dance some hunters' dances; this to dramatize the chase.

#### 8. Fire:

The first fire was probably caused by lightning striking trees and causing the trees to burn.

The people feared the fire; they saw that it liked to eat trees and leaves and all kinds of wood.

They fed limbs and branches of wood to the fire so that the fire might be pleased and not harm them.

They were puzzled when the rain fell and put out the fire.

There was more lightning and more fire. Some meat accidentally became cooked in the fire; the Tree Dwellers found how good cooked meat is.

They found that wild animals feared fire. How glad they were to know this; then they could build a fire and sleep by it on the ground; they could frighten animals with burning torches.

#### 9. Wild animals:

These animals lived in the land of the Tree Dwellers:

Woolly Rhinoceros	Cave Tigers
Musk Ox	Foxes
Wolves	Brown Bear
Hyenas	Grizzly Bear
Irish Deer	Big-nose Rhinoceros
Mammoths	Flat-nose Rhinoceros
Wild Cats	Panthers
Birds	Wild Horses
Lions	Wild Cows

#### 10. Transportation:

The Tree Dwellers walked or ran. They had not learned to ride the wild animals. They had no carts, sleds, or boats.

#### 11. Work:

Their work consisted mostly of:

Hunting food.

Catching and killing animals for food.

Following bees to find honey.

Taking care of fire, after they discovered fire.

Keeping themselves safe from wild animals.

They slept in trees.

Sometimes they tied themselves in trees with vines.

Sometimes they wove the branches together to make a sort of bed for the little babies to sleep in.

After they learned to frighten animals with fire, they worked at making some crude shelters, and slept on the ground.

Making some stone weapons.

Making some necklaces of bones, or seeds, or teeth.

Making some clothing of fur.

#### 12. Religion:

The Tree Dwellers had not thought of worshipping any god.

They feared the fire, but did not worship it. They did not worship anything.

#### 13. Stores and shops:

Of course they had no stores or shops. They had no money; they did not buy or sell anything. The Tree Dwellers had no markets. There were no cities.

#### 14. Weather:

Warmer weather; then colder weather. The weather grew much colder during the glacial period.

#### 15. Wars:

There were no wars; the people had not learned to join together to fight.

#### 16. Miscellaneous items:

Because the mothers loved their babies and wished to protect them:

The first weaving was done.

The mother wove a sort of cradle to hold her baby in the tree.

She wove a sort of basket to carry berries home to her child.

The grass-eating animals learned how to join together to repel an attack from other animals; cows and horses learned this.

### III. Suggested Activities and Procedures:

Make some Tree Dwellers; some of them need not wear clothes; others may wear some beads made of teeth or seeds; others may wear some pieces of fur; make them clay, or wood, or paper; make their hair long and tangled; there were no combs.

Make some trees for the Tree Dwellers; would evergreen trees be best or oak trees? or some other kinds of trees? Which trees would be warmest and safest?

Make Tree Dwellers asleep in the trees. Make big, strong trees. Make them of actual branches. Make the people of clay. Tie the people in the trees with vines.

Weave a sort of bed in the trees for the baby; do this by weaving a few branches together.

Get some grasses and try to make a basket.

Make the wild animals; make them of clay, or wood, or paper. Put hair upon them. Make some animals that seem to be afraid of fire.



Make a shelter such as the Tree Dwellers first used for a house; just a sort of wind-break made of evergreen branches, vines, and other branches. Collect some foods such as the Tree Dwellers ate: acorns; roots; truffles; berries; honey, raw meat. Did the Tree Dwellers have fine table manners? Had they any tables? (At first, each one ate his food where he found it; after they learned to use fire, they sometimes carried the food home and ate it together.)

Make some stone tools and weapons such as the Tree Dwellers used.

Read and tell stories of the Tree Dwellers. Bore some holes in bones or teeth; string the teeth on sinews.

Sew a hide with sinews.

Make a Tree Dweller swinging from one tree to another; make some wild animals upon the ground below.

Paint pictures of:

Tree Dwellers chasing wild hogs.

Climbing the trees to get birds' eggs.

Sleeping in trees, tied in with vines.

Building fires to frighten wild animals.

Lightning setting fire to trees.

The country in which the Tree Dwellers lived: was hilly, had trees, and there was a river.

After the Tree Dwellers learned to use fire, they taught their children; they, in turn, taught their children to make fire, they in turn taught their children, and now WE

know how to do this. We must thank the Tree Dwellers for finding out this important thing, and letting others come to know it.

Find Western Europe on a map.

Make a big moving picture of the Tree Dwellers. Use two broom handles; use big-brown wrapping paper. Make all the pictures very large. Wind your pictures from one broom handle to another. Describe each picture as you show it. Speak loudly, slowly, and clearly. Then you can be heard.

Make Tree Dweller booklets; draw animals and people for your booklet.

Play that you are Tree Dwellers; some of you can be people, others can be wild animals. You may use the school desks for trees. After you find how to use fire, you can frighten the animals. Make a puppet show; make a Tree Dweller; make a fierce animal which will try to eat the Tree Dweller; another Tree Dweller rushes up with a burning torch to frighten the animal. Learn a hunting dance such as the Tree Dwellers learned.

Visit a place in the country which is like a Tree Dweller place, hills, trees, a river.

#### IV. Tests:

Informal, objective tests, such as the multiple choice, or true-false, should be used during the progress of the unit, and at its close. Each particular teacher should make tests to fit the particular work which her pupils experience.

## ANCIENT CIVILIZATIONS

### The Hebrews (also called Jews or Israelites)

(Suggested, approximate chronological limits: 2000 B. C. when Abraham leaves the land of Ur, in Babylon, to 70 A. D. when the Roman Emperor, Titus, destroys Jerusalem)

#### I. Specific Objectives:

1. To plant in the child's mind through a few activities on his own level, through experiences which are real to him, seeds of interest in the history and literature of the ancient civilizations; seeds of sympathy and tolerance for the pioneer struggles of all mankind.

2. To lead the child to discover and appreciate some of the gifts of the ancient Hebrews to all the world; for example, the Old Testament, which is translated into every literate tongue.

3. To develop through a study of the borrowing and lending of arts and sciences of civilizations, which went on among the ancient, contemporary civilizations, an appreciation in the child's mind of the inter-dependence of all peoples and nations.

4. To provide a series of social studies through which and around which activities, the practices of the various "subjects" may develop as correlated activities.

#### II. Activities, Content Materials, and Methods:

##### 1. Story-telling and dramatization:

Note: A knowledge of both the myths and the facts of Old Testament literature is necessary to an understanding of world literature.

Tell the story of Noah and his Ark.

Tell the story of the kindly hospitality of Abraham (Gen. 18:1-9).

Tell the story of Joseph; his coat of many colors; his brethren selling him into Egypt; the splendid work he did there, the entire nation of Hebrews finally moving into Egypt.

The story of Moses in the bulrushes.

The Passover.

The Red Sea opening for the Hebrews.

Daniel in the lion's den.

David and Goliath.

Christ Jesus.

2. Look at pictures, books, pamphlets, clippings, and exhibits relating to the ancient Hebrews, or early Palestine.

Look at the pictures in an Old Testament that is illustrated.

Look at the pictures in a Bible story book.

Look in geographies for Palestine; Egypt; the Mediterranean; the Dead Sea; the Red Sea; the Nile; the Tigris; the Euphrates; the Jordan; the Persian Gulf; Mt. Sinai; the Isthmus of Suez; the equator; the tropic of Cancer.

Find the 23rd Psalm in the Old Testament.

Get all the books that a library or a minister will lend you, about the ancient Hebrews.

Find stories of the Hebrews in books about Egyptians.

Find stories of the Hebrews in books about the Babylonians, the Assyrians, and the Phoenicians. Look at a book which is printed in Hebrew.

Look at some Hebrew handwriting.

3. Making, painting, drawing, modeling, or constructing things.

Abraham offering hospitality to his guests (Gen. 18:1-9).

Noah's ark and the pairs of animals coming out.

Joseph wearing his coat of many colors.

Joseph being sold to the caravan.

Joseph selling grain to his brothers, in Egypt.

Moses in the bulrushes, make Pharaoh's daughter, also David and Goliath.

A little booklet in which you write a Psalm.

The Egyptians forcing the Israelites or Hebrews to make brick.

The Exodus from Egypt; make Moses with his many, many people going forth with his flocks of sheep, cattle, and horses, followed by the Pharaoh with his soldiers riding in chariots.

Jonah and the whale.

Daniel in the lion's den.

A moving picture showing important scenes concerning the study of the Hebrews (good materials are two broom-sticks with wide wrapping paper rolled upon them).

A big floor map showing all the places already mentioned.

4. Discussing things:

The Old Testament: the wonder of the Hebrews being able to write this book since they spent so much time in captivity, and in going from place to place.

The 23rd Psalm: written by David, the poet, singer, and harpist; written in terms of shepherd or pastoral life because of the pastoral experiences and traditions of the Hebrews; regarded as beautiful poetry by peoples of today.

The wise sayings of Solomon: "Go to the ant, thou sluggard, consider her ways and

be wise." "Walk with wise men, and thou shalt be wise." "He that guardeth his mouth, keepeth his life." "If thine enemy be hungry, give him bread to eat."

Dress of the Hebrews: look at pictures; the shepherds wore hides or other scanty clothes; this before the Hebrews lived in Egypt, and during the time of wandering; after which is Palestine, they wore richer clothes than the shepherds had worn; the priests of the temples were richly dressed.

Houses of the ancient Hebrews: while they lived as shepherds, and while they wandered, they used tents for houses; after they were settled in Canaan, some lived in small huts made of clay, and some lived in houses of finer make—see pictures of Old Testament days.

Climate of the homes of the ancient Hebrews: Sub-tropic, or warm temperature; very hot near Dead Sea; splendid agricultural climate where water was sufficient.

Soil: rich and flourishing near the Tigris, Euphrates, Jordan, and Nile; poor and desert-like in other places.

Neighbors: from their neighbors, the Phoenicians and the Egyptians, also from the Babylonians and Assyrians, the Hebrews learned many valuable things; such as, reading and writing; the use of the calendar; agriculture; architecture; construction.

Work: caring for their flocks; making bricks and doing other hard work while in Egypt; doing important work of management such as that done by Joseph and Daniel; building of Solomon's wonderful Temple; tilling their farms. Their work changed with their changing conditions, and it largely accorded with the times and customs of the various countries in which they lived.

Music: they had trumpets, harps, pipes, flutes, and lyres. Besides their own ideas concerning music, they borrowed those of the Egyptians, and of the Assyrians.

Laws: they had many splendid laws; in addition to the Ten Commandments, presented to them through Moses, they had many other laws. Some of them related to such things as religious observances; taking care of the sick; borrowing and lending; doing good to enemies; health; caring for orphans and widows. (See Old Testament).

Education of children: there were no schools such as we have now; the parents and the priests of the temples taught the children a great deal about the form and meaning of the Hebrew religion. Some of the ancient Hebrews learned to read and write from the Egyptians and from the Babylonians.

Religion: they developed the idea of one god; they were meticulous in their fulfillment of the rites of the temple; the Old Testament is a great religious compilation;



their religion has been the great cohering force of the Hebrew or Israelite peoples.

Wars: they fought with the Egyptians, the Assyrians, the Babylonians, the Philistines, among themselves, and with others. They suffered much from wars, but they also learned the arts and sciences of the peoples with whom they fought. Cities: see what you can learn about Jerusalem; Samaria; Bethel; and Dan.

Transportation: of course they had no trains, automobiles, nor airplanes, but they did have carts, wagons, chariots, oxen, donkeys, horses, ships, and boats.

#### 5. A guest program:

Invite some other school or the pupils of some other class to see all the things concerning the Hebrews which you have made. Give talks explaining the things that you have learned.

### III. Outcomes and Correlations:

At the close of the work of the unit, the specific objectives as stated at the beginning of this article should be realized to a worthwhile degree.

A check-up of the subject-matter practices of the unit should indicate results of these kinds:

1. English: story-telling; discussion; reading; composition; vocabulary increase and enrichment; increased literary knowledge; probably some "creative" writing.

2. Social Studies: the geography not only of the places actually inhabited by the Hebrews, but also of that of the other ancient civilizations will have been studied; much Hebrew history will have been learned, along with related bits of history of the Egyptians, the Babylonians, the Assyrians, and the Phoenicians; as to "civics" the study is replete with examples of laws and law making, and of opportunities for comparisons with the laws of today.

3. Fine and Practical Arts: painting, modeling, constructing, singing, dancing, and other expressive activities, will doubtless have been touched upon in the progress of the unit, in the working out of the various activities.

4. Arithmetic: estimating or measuring connected with the construction or other handwork activities of the unit.

5. Increased Practice of Desirable Personality Traits: in and through the various activities of the unit, it is hoped that the children themselves will have actually practiced those desirable personality traits which are necessary to profitable, social living; such as respecting the rights and property of others; self-restraint; politeness; sharing; taking turn; keeping group regulations.

IV. Tests: At the close of the unit, the teacher should prepare and use informal, objective tests, such as the multiple-choice test. These tests should cover the particular work offered by any particular teacher.

V. Chronological Table: These dates, or these sequences, may be of help to the teacher in determining the relationships of the Hebrews to the peoples of their neighboring countries, or in selecting points of emphasis:

2000 B. C. to 1300 B. C.

Abraham leaves Ur in Babylon to look for a new home in Western Asia.

Abraham visits Canaan, "The Promised Land," wherein Jehovah said: "Unto thy seed will I give this land."—Gen. 12:7.

Famine in Canaan, and Abraham visits Egypt. Abraham returns to Canaan. Jehovah promises and prophesies to Abraham that the Jews "shall be sojourners in a land that is not theirs, and shall serve them; and they shall afflict them four hundred years: and afterwards shall they come out with great substance; \* \* \* and in the fourth generation they shall come here again."

Death of Abraham in Canaan.

Joseph sold into bondage.

Joseph's brethren visit Egypt to buy grain.

The Pharaoh welcomes all the Hebrews to Egypt—"and ye shall eat the fat of the land."

Egyptians finally become jealous of the Hebrews, and begin putting hard labor upon them and otherwise treating them cruelly.

Pharaoh charged that all sons born to the Hebrews should be cast into the river.

Moses hidden in bulrushes by his mother; discovered by Pharaoh's daughter.

Plagues visited upon the Egyptians.

1300 B. C. to 1260 or 1250 B. C.

Moses leads the Jews out of Egypt, and gives them the law; they wander in the wilderness for forty years.

1250 B. C.

The Hebrews are living in Canaan, Palestine, "The Promised Land."

1000 B. C.

Solomon the King builds the great temple.

722 B. C.

The Assyrians conquer northern Israel.

586 B. C.

The Babylonians conquer southern Judah.

Birth of Jesus.

70 A. D.

The Roman Emperor Titus destroys Jerusalem.

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## GRADE FOUR

### GENERAL OBJECTIVES:

1. To connect the life of the Medieval period with life at the present time.
2. To organize important episodes leading to the discovery of America.
3. To experience the operation of a civic unit as expressed in the class organization.

### UNIT ONE

#### Beginning of New Civilization in Europe During Dark Ages

##### 1. Specific Objectives:

1. To teach pupils some of the simple fundamental procedures in legislative bodies through definite practice in carrying on group government.
2. To give pupils definite training in citizenship through learning to choose leaders, to accept responsibilities, and to obey rules.
3. To show that in the early centuries of the middle ages group life in central Europe was made up of semi-civilized tribes who migrated from place to place, invading and destroying.
4. To show the effects of the invasions upon both the barbarian invaders and the settled Roman: The invaders brought to a dying civilization the vigor and hardihood of the forest peoples of the north; the deep-rooted Roman civilization placed the crude invaders under the refining influence of Roman art and customs.
5. To show how the new nations that emerged from this period were the result of the mingling of many different peoples with widely differing customs.
6. To show how a few of the outstanding personages of this age encouraged learning and gave better laws to the people.

##### II. Content:

###### A. Barbarian tribes of Central and Northern Europe.

1. How the barbarians lived.
  - a. Homes crude.
  - b. Food simple.
  - c. Clothing coarse.
  - d. Work primitive.
    - (1) Hunting and fishing.
    - (2) Raising sheep and cattle.
    - (3) Raising crops of wheat, barley, and flax.
    - (4) Norsemen as sea-rovers.
    - (5) Fighting.
  - e. Religion.
    - (1) Myths and legends.
    - (2) Worship of God in Nature.

###### f Tribal life.

- (1) No large cities.
- (2) Choice of leader by popular vote.
- (3) High ideals of bravery.

###### 2. Barbarians conquered Roman Empire in West.

- a. Weakness of Roman Empire.
- b. Teutons invaded Roman Empire.
- c. Germanic tribes conquered Britain.

###### 3. Contribution to civilization by barbarians.

- a. Simpler and more wholesome ways of living.
- b. Love of freedom and independence.
- c. Greater respect for women.

###### 4. Some of outstanding personages.

- a. Charlemagne.
  - (1) Encouraged education, art, and architecture.
  - (2) Converted barbarian tribes.
  - (3) Founded a great empire.
- b. Leif the Lucky.
  - (1) Vikings as traders and pirates.
  - (2) Greenland and Iceland settled.
  - (3) Leif the Lucky discovered Vinland.

###### B. Strengthening of English nation.

1. Invasion of England by Northmen.
2. Alfred the Great.
  - a. Made and enforced wise laws.
  - b. Encouraged industries.
  - c. Founded schools.
  - d. Re-built cities.
3. England invaded by William the Conqueror.
  - a. Brought Norman customs, architecture, and language to England.
  - b. Brought peace and better government to England.

###### C. Contributions in the development of group government under strong leaders.

1. Charlemagne.
  - a. Law-making solely in hands of king.
  - b. Made laws to protect churches until Christianity brought people to gentler ways of living.
  - c. Gave written laws to the people.
2. Alfred the Great.
  - a. Meeting of Witan, wise men of the kingdom, to give king advice.
  - b. Freemen elected own officers and tried cases in law courts.
3. Henry II.
  - a. Instituted trial by jury.
  - b. Forced nobles to obey laws.
  - c. Helped give common law system.
4. King John.
  - a. Forced to sign Magna Charta.
    - (1) Open trial by law in a court.
    - (2) Kept right to raise money in the hands of those who paid taxes.

D. Group participation in the government of the school.

1. Organization of local government.

III. Instructional Material:

1. Supplementary reading. (See Bibliography.)
2. Apparatus and equipment.
  - a. Globe and physical maps of world and of Europe. Both should be marked by simplicity.

IV. Suggested Activities and Procedures:

Suggest the organization of class along the lines of local civic units that may function throughout the year. No elaborate machinery of government is necessary; but there is considerable training in citizenship in a simple organization in which officers chosen by the group enforce rules of conduct, safety, and health set up by the entire group.

Read or tell to children the story of Longfellow's "The Skeleton in Armor." This story may be used as the basis of activity which brings out features of life of Vikings as a type of invading people. Clay or soap models of Viking ships, reproductions of Norseman's hall, and the tower which was built in America; dramatization of scenes from the story; making of costumes, scenery, and armor; presentation of assembly program.

Discuss reasons for calling Lindbergh a modern Viking.

Make in sandtable a reproduction of a village of the Teutons; movable huts thatched with straw grouped together and protected

by wooden walls around the village; herds of sheep and cattle were outside the walls; farming was in a primitive state. Tribal form of government in which "might made right" contrasted with form of government of class organization.

Dramatize such scenes as the following:

King Alfred and the cakes.

St. George and the dragon.

Copying of books for children in Charlemagne's Palace School.

The barons forcing King John to sign the Magna Charta at Runnymede.

It is difficult for any of us to understand the place we occupy today in the march of human progress or to appreciate, even faintly, the long sweep of time since man first occupied this world. It is advisable, therefore, to find some graphic or pictorial means by which this progress of events may be represented with children. One historian represents this progress by means of a "stair case" of time, another by a history clock. Still another suggests marking off hundred year periods on a time-line fastened on the wall about the room. Whenever an important event is studied, a card should be tied on the tape at the proper place to mark the time when the event occurred. These cards may have merely a simple record of the event or may be illustrated appropriately. Other interesting and graphic ways will suggest themselves to the resourceful teacher. It is important, however, that the activity should be carried on throughout the year. Pupils may make a dictionary containing minimum essentials in terms of persons, places and events, this dictionary to serve as a means of review; or flash cards on which these terms are printed may be used in various ways as games. By the end of the year the pupil will have mastered a fairly large vocabulary of historical terms. Organize class as a simple civic unit. Elect and install officers. Pupils who are acquainted with officers in the community civic unit report such acquaintances.

V. Evidences of Achievement:

At close of the unit there should be very tangible evidences of the child's growth in knowledge, skills and attitudes. We have here attempted to set up some of the evidences of achievement by which the teacher may measure the results of her teaching.

1. Pupil's growth in ability to solve simple problems of both manipulative and intellectual type. This includes ability to set up the problem clearly, to plan carefully before going to work, to know where to seek helpful materials, and finally to evaluate information properly in the solution of the problem.

2. Pupil's growth in such reading skill as reading for details, for general impressions for drawing valid conclusions.



3. Pupil's growth in habit of using globe or map for locational facts and to determine relationship between environmental conditions and human activities.

4. A growing concept of time as expressed in terms of relative time periods rather than exact dates.

5. Through the exercise of the simple techniques that are necessary for the carrying out of group enterprises such as committee and parliamentary procedures, the pupil should develop a respect and understanding of the problems of governmental agencies in his own community which are concerned with the protection of life, health, and property.

6. To the degree possible for a fourth grade pupil, a knowledge of the significance of trial by jury, popular assembly, and the rights guaranteed by the Magna Charta. Since these are fundamental principles upon which our Constitution is founded, they should be made very concrete in application so that the pupil may comprehend them.

7. A definite knowledge of how the barbarians of central Europe lived and of how the leaders improved those ways of living. The above development of the habits, attitudes, and skills should be continued throughout the year.

8. Minimum essentials in terms of:

Persons	Places	Terms
Norsemen	France	Barbarians
Vikings	Britain	Dark Ages
Teutons	Italy	Primitive
Charlemagne	Norway and Sweden	Myth
Alfred the Great	Vinland	Legend
William the Conqueror	Greenland	
Leif Ericsson or (Leif the Lucky)	Iceland	
	Danube River	
	Rhine	

## VI. Correlations.

### 1. English.

Special features of value in English are oral reproductions of stories and reports to class, organization of information, writing directions and dialogue and working out final arrangements for the production of plays. Reference reading for information as well as pleasure reading along related lines suggested in Bibliography should be encouraged.

### 2. Geography.

a. Maps should be used constantly to show migrations of tribes through northern and central Europe.

b. Show how the land in which the Norsemen lived encouraged sailing: the shore line was broken by many inlets; the forests furnished timber for ships; the waters about the country swarmed with fish; iron from their own mountains was fashioned into tools and weapons.

c. A study of the map will show how the

Faroe Islands, Iceland, Greenland may have been stepping stones to America.

### 2. Art.

In all handwork the fundamental principles of art as taught in this and previous grades should be kept in mind.

### 4. Music.

For music appreciation, records of Lohengrin or Parsifal may be played.

## UNIT TWO

### Development of Civilization During Later Middle Ages

#### I. Specific Objectives:

1. To teach pupils, through participation in group experiences, habits of restraining personal conduct for the common good and of carrying on group enterprises under authority and guidance.

2. To help pupils understand that feudalism was a way of living in which men who were weak exchanged their services for protection by those who were strong.

3. To lead pupils to appreciate the influence of the church in the life of the people of the Middle Ages, especially the work of the monks in preserving learning.

4. To help pupils to understand that the expansion of trade and commerce that followed as a consequence of the Crusades resulted in the revival of interest in learning, art, architecture, and science.

5. To help pupils appreciate the high ideals of the knights of the Middle Ages.

6. To help pupils appreciate the fine standards of workmanship of the craftsmen and artisans of the Middle Ages.

7. To continue training in civic attitudes and in knowledge in citizenship that had been begun in Unit One.

#### II. Content:

##### A. Feudalism.

1. Necessity of feudalism for mutual protection.

2. Relationship of noble, vassal, and serf.

3. Similarity to civic organization organized in classroom.

4. Life of people.

a. Rich noble or lord.

(1) Training of young knights.

(2) Home life of lord and lady.

(3) Amusements.

(a) Tournaments.

(b) Playing chess.

(c) Minstrels.

(d) Hunting.

b. Serf.

(1) Homes.

(2) Occupations.

##### B. The Church.

1. The monasteries as homes of the monks.

a. Farming.

b. Caring for travelers.

2. The monasteries as centers of education.
  - a. Teaching boys.
  - b. Copying books.
  - c. Writing history of their own time.
3. The monasteries as hospitals.
4. Influence of church on architecture.
- C. Growth of towns.
  1. Reasons for growth of towns.
    - a. Good situation for trade.
    - b. Abundance of some natural product used in a particular industry.
  2. Appearance of towns.
  3. Work of skilled craftsmen.
    - a. Weaving rugs, tapestries and cloth.
    - b. Carving wood, ivory, stone.
    - c. Making jewelry.
  4. Formation of guilds.
  5. Markets and fairs.
- D. The Crusades.
  1. Reasons for Crusades.
    - a. Turks held holy places of Christians.
    - b. Turks interfered with trade between Venice and Far East.
  2. Capture of Holy Land.
  3. Results of Crusades.
    - a. Made people of West want products of East.
    - b. Built up trade between West and East.
    - c. Exchanged ideas of learning.
- E. Reawakening of interest in learning.
  1. Painting and sculpture.
  2. Literature.
  3. Scientific knowledge.
  4. Inventions.
    - a. Printing.
    - b. Gunpowder.
    - c. Aids to navigation.

### III. Instructional Material:

1. Supplementary reading. (See Bibliography)
2. Apparatus and equipment.
  - a. Globe and physical maps of world and of Europe. Both should be very simple.
3. Pictorial materials.
  - a. National Geographic Magazine, July 1922, Cathedrals of the Old and New World.
  - b. Perry Pictures, copies of masterpieces.
  - c. Alexander's frieze, The Evolution of the Book.
  - d. Moving picture, Making of Book, Gin and Company.

### IV. Suggestive Activities and Procedures: -

The major activity for this unit may center about the life in a medieval castle and the fief of the noble. "Saucy Castle" built in Normandy by Richard the Lion-hearted; Carnarvon Castle in Wales built by Edward I; Stirling Castle in Scotland are all famous and typical of castles built during the Middle Ages.

Around the castle were grouped the lesser buildings, the village, and fields belonging to the noble. The fortress-like character of the castle raises in the minds of pupils the question of the necessity of some means of protection; this leads to a comparison of the improved means of transportation and communication which give us greater security today.

The relationship between lord and vassal, and lord and serf, shows mutual responsibilities: of protection of the dependent on the part of the noble and of service through some type of labor on the part of the subject. The pupil can be led to feel that he, like the young knight who took the vow of service has specific citizenship duties: his active participation in experiences for the good of the group, his obligation to give service and his respect for the rights of others, all involve good citizenship. The activity carried on in this and other units of the course will give an opportunity to develop initiative, self-reliance, and a sense of responsibility to the job or social situation. The participation of the noble in many wars with their heavy financial obligation leads to a discussion of how the burden was met by taxation and how the taxes were raised and used. The method used should be compared with our present day system of taxation.

The costuming of dolls to represent characters of different social classes and the construction of the castle with its surroundings will give an opportunity to contrast the lives of the poor class with the nobles, and to discover that many of our common necessities of life were unknown luxuries in the homes of the rich in the days when "knight-hood was in flower."

Home life in the castle or in the hut of the serf may form the basis of other purposeful activities. A May Day celebration that will include games and dances of the Middle Ages or a tournament may be planned for an exhibition.

Reads to pupils, Gertrude Stein's "Gabriel and the Hour Book." This story affords an excellent means of adding to the pupil's stock of knowledge and appreciation of the vital part played by the monasteries in the life of the people. The dramatization based on the story of Gabriel will involve the study of the work of the monks, their services to the education of the people and to the preservation of knowledge, and their contribution to the science of agriculture. "Illuminate" programs for presentation of this dramatization. The story of Peter the Hermit, of St. Francis or St. Patrick may also serve as the basis to understand the place of the church in the life of the Middle Ages. Make floor plan of monastery showing outlying farms, shops, school, church, and cloisters. Why built around a central court?



Make a picture collection showing some of Gothic Cathedrals built in Europe during this period. Note any buildings in your own city or neighborhood that may have similar features. Design and paint stained glass windows.

The history of the invention of printing suggests a somewhat more comprehensive study of various forms which man has used in making records. An exhibit showing the development of these records may be made by pupils which will lead to an appreciation of the long centuries it has taken man to develop modern methods of recording. Hand made books for individual needs may be made, illuminating pages and using manuscript writing if possible. An appreciation of the care of books and a knowledge of the purpose of different parts of books should be a direct outcome of this study.

Draw, for a frieze about the room, a series of pictures representing life in a town or city of this period. Note the wall about town, the cathedrals, guild hall, and narrow streets. Reasons for location of towns.

A fair or market similar to those of the Middle Ages may be held. The fairs at Leipzig in Germany, and Nizhni Novgorod in central Russia are present-day survivals of the medieval fairs. A fair at Leipzig during the Middle Ages will give an opportunity to show some of the types of people peculiar to the times; knights, monks, serfs, pilgrims, merchants, minstrels, craftsmen, and artisans of various sorts. A study of the articles exchanged and sold at the fair disclose the fact that goods from all over the known world were on sale, all of them hand made. This leads to a discussion of guilds and how a boy learned a trade. Booths made of branches of evergreen trees such as were used in medieval period may make the fair more realistic. Punch and Judy show, wrestling, trained bear, magician, folk dances, minstrels, add to the entertainment of the fair.

Add cards indicating important events and episodes at appropriate places on time-line. Continue review of minimum essentials.

#### V. Evidences of Achievement:

1. Further growth in the habits, skills and attitudes as noted in Unit One.
2. A knowledge and appreciation of the contribution to our civilization made by the institutions and movements of the Middle Ages: the high ideals of chivalry taught by the knights; the influence of the church in preserving and passing on knowledge; the idea of union of workers which originated in the guilds; the part played by the Crusades in the change of customs of the people in Europe, and in the spread of knowledge, the invention of printing greatly facilitated the exchange of ideas.

3. A habit of reading widely in the field of history. This can be encouraged by the use of many supplementary readers.

4. Minimum essentials in terms of:

Persons	Places	Terms
St. Francis	Venice	Serf
Gutenberg	Genoa	Vassal
Michelangelo		Lord
Raphael		Noble
Robin Hood		Knight
Richard the Lion-hearted		Guild
		Crusades
		Cathedral
		Feudalism
		Monastery
		Tournament
		Architecture
		Troubadour
		Craftsmen
		Monk

#### VI. Correlations:

1. English.  
Special features of value in English are oral reproductions of stories and reports to class, organization of information, writing directions and dialogue and working out final arrangements for the production of plays. Reference reading for information as well as pleasure reading along related lines suggested in Bibliography should be encouraged.
2. Geography.  
An understanding of geographic conditions determining location of medieval towns and cities, built near cross roads or bend or mouth of river for greater convenience and for greater ease of defense; cities also built near source of raw materials used in manufacture.
3. Music.  
English folk dances and songs including morris and maypole dances; songs of the troubadours; French folk songs and carols are suggested.
4. Art.  
Throughout the activities there should be kept in mind the fundamental principles of art that have been taught in this and previous grades. The making of stained glass windows, pennons, costumes, armor, "illuminated" books, shields, puppets, and various other articles adds much vividness.

### UNIT THREE

#### Discovery of America

##### I. Specific Objectives:

1. To show how the Crusades and adventures of Marco Polo led to an age of exploration and discovery.
2. To show why it was necessary to find a new all-water route to the East.
3. To show how a love of adventure and desire for wealth led many to seek new lands.

4. To learn the difficulties that beset Columbus in his discovery of the New World.
5. To show how this same love of adventure as well as desire to add to world's scientific knowledge has led to modern exploration, as Byrd, Wilkins, Peary.
6. To bring children into a more intimate acquaintance with some of the outstanding personalities of the early explorers.
7. To continue the development of a sense of civic organization.

## II. Content:

- A. Marco Polo's adventures led to an age of travel and exploration.
  1. Journey of Marco Polo.
  2. Adventures in China.
  3. Effect of Marco Polo's account of travels
- B. Difficulty and dangers of travel to East.
  1. Three main routes to the East.
  2. Danger from pirates and robbers.
  3. Trade routes blocked by Turks.
- C. Portuguese found all-water route to India.
  1. Limited knowledge of geography.
  2. Superstitious fears of sailors.
  3. Prince Henry added to knowledge of Africa and of map-making.
  4. Vasco De Gama reached India by all-water route.
- D. Spanish explorers found the new way to the East by sailing West.
  1. Columbus.
    - a. Early life of Columbus.
    - b. Columbus' plan to reach the East by sailing West.
      - (1) Search for aid.
      - (2) Preparations for voyage.
    - c. First voyage.
      - (1) Difficulties.
      - (2) Discoveries.
    - d. Later voyages.
    - e. Results of voyages.
      - (1) Gave Spain first claim to New World.
      - (2) Led many to seek new lands.
  2. Magellan.
    - a. Westward journey.
    - b. Death of Magellan.
    - c. Circumnavigation of globe.
    - d. Results of voyage.
      - (1) Proved earth was round.
      - (2) Named Pacific.
      - (3) Added new lands to Spain.
      - (4) Proved land Columbus discovered was New World.

## III. Instructional Material:

1. Supplementary reading. (See Bibliography)
2. Pictorial materials.
  - a. Perry pictures.
  - b. National Geographic magazine.

## IV. Suggested Activities and Procedures:

Make sandtable or floor map of the world of Columbus' time showing the three routes to

the East. Note particularly the physical features which were barriers to communication and trade. On this map show merchants and traders traveling by ship and by camel with goods from the West to the Far East or in the opposite direction.

The repacking of articles on the backs of animals will show why different types of transportation made the broken route an expensive one. Show the different kinds of goods that were carried on these camel trains. Why did the northern route deal only in precious stones and silks from China, while the southern route carried bulkier and heavier articles?

On this map trace the route of Marco Polo, and show some of his interesting experiences.

Show how the conquests of the Turks had ruined the trade of the northern and middle routes and at the close of the 15th century were threatening the southern route.

On large wall map of globe trace routes of Portuguese explorers around Africa to India; of Magellan's voyage around the world. Plan a Columbus program for presentation before the rest of the school with dramatization of incidents in the life of Columbus, original poems and songs, and oral reports of additional readings. Contrast the voyage of Columbus with the flight of the Graf Zeppelin or of Lindbergh.

Add cards indicating important events and episodes at appropriate places on time-line. Continue review of minimum essentials.

## V. Evidences of Achievement:

1. Further growth in the skills, attitudes, and habits noted in Units One and Two.
2. A realization of the place which the discovery of America and its subsequent history occupies in the progress of time.
3. A growing ability to make use of facts already acquired and to see relations between these facts and the problems of present day living.
4. A knowledge of the spirit of courage and adventure which motivated the earliest explorers; and of the greed which brought others to the New World.
5. A knowledge of certain physical phenomena such as wind belts and the rotundity of the earth, of distance in terms of length of time to travel, and of latitude in terms of climatic changes.
6. Minimum essentials in terms of:

Persons	Places	Terms
Columbus	Africa	All-sea route
Prince Henry	Cape of Good Hope	Overland route
Vasco Da Gama	India	Compass
Magellan	China	Trade route
Marco Polo	Portugal	
Ferdinand	Spain	
Isabella	West Indies	
	East Indies	
	Genoa	
	Mediterranean Sea	



## VI. Correlations:

## 1. English.

Oral and written reproductions of stories, poems and reports to the class, the writing of dialogue and directions for dramatization and reference and recreational reading serve to vitalize the English and literature work of the grade.

## 2. Geography.

The study of Portuguese explorations along the coast of Africa gives an opportunity to teach the climatic changes brought about by distance from the equator.

The voyages of Columbus and Magellan

give opportunity for the study of relative location of continents and oceans, of the influence of wind belts and currents, and of proofs of sphericity of the earth. Relief map should be studied to understand the physical obstacles which were encountered in trading with Asia and such relief noted on floor map suggested in activity.

## 3. Art and Handwork.

The orderly selection and arrangement of material for booklets, costuming characters for dramatization, and study and reproduction of arts and crafts of Latin America Indians give opportunity for use of principles of art.

## BIBLIOGRAPHY

## UNIT ONE

- BALDWIN—The Story of Roland—Scribner  
 BROWN—In the Days of the Giants—Houghton, Mifflin Co.  
 COFFMAN—A Child's History of the Human Race—Doubleday, Doran Co.  
 DUTTON—Little Stories of France—American Book Co.  
 ERLEIGH—In the Beginning—Doubleday, Doran Co.  
 GORDY—American Beginnings in Europe—Scribner  
 HALL—Viking Tales—Rand McNally Co.  
 HARDING—Old World Background for American History (for illustrations)—Scott Foresman Co.  
 HILLYER—Child's History of the World. Century Co.  
 HORNE AND BUCKS—Europe the Mother of America—Chas. Merrill Co.  
 HODGDORN—The Enchanted Past—Ginn & Co.  
 JOHNSTON—Our Little Viking Cousin—Doubleday, Doran Co.  
 KUMMER—The First Days of History, III—Doubleday, Doran Co.  
 MACE AND TANNER—Old Europe and Young America—Rand, McNally Co.  
 MACGREGOR—Stories of the Vikings—Stokes Co.  
 MERIWETHER—The Playbook of King Arthur—Harper Co.  
 NIDA—The Dawn of American History in Europe—Macmillan Co.  
 PRATT—The Beginners Book—D. C. Heath Co.  
 SHERWOOD—Makers of the New World—Bobbs Merrill Co.  
 STEIN—Our Frankish Cousin of Long Ago—Doubleday, Doran Co.  
 TANNER—Yesterday's Children—Rand McNally Co.  
 TAPPAN—In the Days of Alfred the Great—Lothrop, Lee & Shepard Co.  
 TERRY—The Beginnings, Book III—Row, Peterson Co.  
 TERRY—Tales From Far and Near—Row, Peterson Co.  
 VOLLINTINE—The American People and Their Old World Ancestors—Ginn & Co.  
 WILSON—History Readers for Elementary School—Macmillan Co.  
 WOODBURN & MORAN—Finders and Founders of the New World—Longmans Green Co.  
 WOODBURN & MORAN—Introduction to American History—Longmans Green Co.  
 Elson Basic Reader, Book IV—Scott Foresman Co.  
 1. Beowulf, The Brave Prince  
 2. Sigurd, The Youthful Warrior  
 3. Roland, The Noble Knight  
 Field Readers, Sixth Reader—Ginn & Co.  
 1. How Alfred Conquered the Danes  
 New Winston Reader, Book III—Winston Co.  
 1. The King Who Let the Cakes Burn  
 Pathway to Reading, Fifth Year—Silver Burdett Co.  
 1. King Alfred and the Cakes  
 Study Readers, Fifty Year—Chas. Merrill Co.  
 1. A Good Saxon King

## UNIT TWO

- (See also Bibliography for Unit One)  
 BRYANT—Children's Book of Celebrated Buildings—Century Co.  
 BRYANT—Children's Book of Celebrated Sculpture—Century Co.  
 BRYANT—Children's Book of Celebrated Pictures—Century Co.  
 HORNE & SCOBEEY—Stories of Great Artists—American Book Co.  
 HARREN & POLAND—Famous Men of Middle Ages—American Book Co.  
 JEWETT—God's Troubadour—Crowell Co.  
 KELMAN—Stories from the Crusades—Dutton & Co.  
 LONSBERRY—The Boy Knight of Rheims—Houghton, Mifflin Co.  
 NIDA—Pilots and Pathfinders—Macmillan Co.  
 STEIN—Our Little Crusader Cousin of Long Ago—Doubleday, Doran Co.  
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 TERRY—Lord and Vassal—Row, Peterson Co.  
 Bolenius Readers, Sixth Reader—Houghton Mifflin Co.  
 1. Chivalry Through the Ages  
 2. The Knights Toast  
 Fact and Story Readers, Book VI—American Book Co.  
 1. The Making of Books  
 Newson Readers, Book IV—Newson Co.  
 1. Tales About Robin Hood  
 2. A Song of Sherwood  
 Whys and Wherefores—Winston Co.  
 1. An Adventure of Robin Hood

## UNIT THREE

- (See also Bibliography for Unit One)  
 BROOKS—The Story of Marco Polo—Lothrop, Lee & Shepard  
 BROOKS—True Story of Christopher Columbus—Lothrop, Lee & Shepard  
 KELTY—The Beginnings of American People—Ginn & Co.  
 LUCIA—Stories of American Discoveries for Little Americans—American Book Co.  
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 Pleasant Pathways—Macmillan Co.  
 1. Little Columbus

